



# SC Annual School Report Card Summary

**Minnie Hughes Elementary School**  
**Charleston**  
**Grades: PK-6** **Enrollment: 176**  
**Principal: Abigail D. Woods**  
**Superintendent: Dr. Nancy J. McGinley**  
**Board Chair: Mrs. Cindy Bohn Coats**

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD |                 | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM |                          |
|------|-----------------|---------------|--------------------------------|-----------------|---|--------------------------|
|      |                 |               | General Performance            | Closing the Gap | ESEA Grade                                | Accountability Indicator |
| 2013 | Average         | At-Risk       | TBD                            | TBD             | A   | Reward                   |
| 2012 | Average         | Average       | N/A                            | N/A             | B   | Reward                   |
| 2011 | Average         | Average       | N/A                            | N/A             | Met                                       | N/A                      |

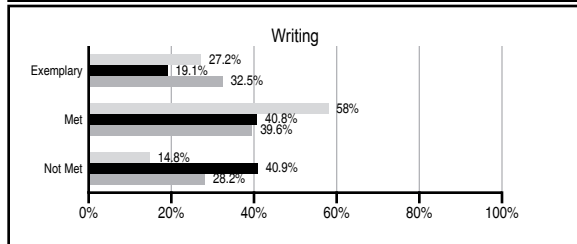
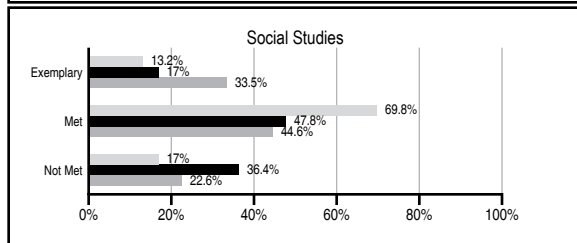
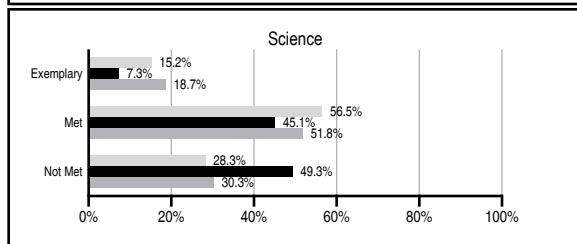
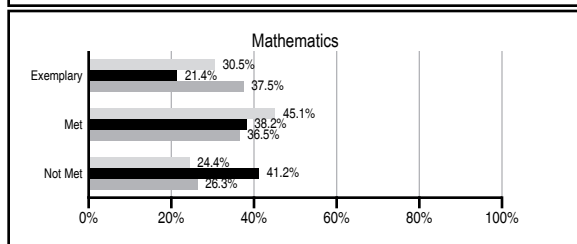
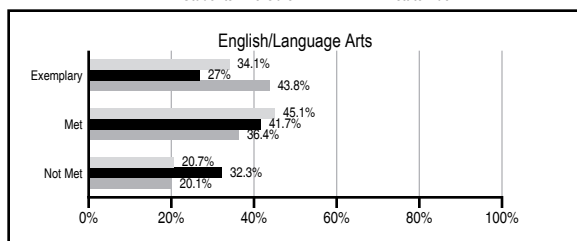
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 0         | 9    | 76      | 39            | 15      |

\* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

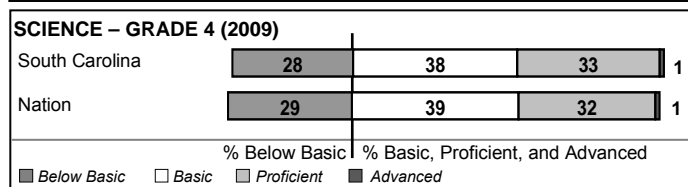
## PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE VISION

*By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

# Minnie Hughes Elementary School [Charleston]

## SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=176)   |            |                       |  |                          |
| Retention rate   | 1.7%       | Up from 0.0%          | 1.1%                                       | 0.9%                     |
| Attendance rate  | 96.8%      | Down from 96.9%       | 95.9%                                      | 96.3%                    |
| Served by gifted and talented program  | 2.6%       | N/A                   | 2.5%                                       | 7.2%                     |
| With disabilities  | 3.6%       | N/A                   | 13.5%                                      | 12.4%                    |
| Older than usual for grade   | 2.1%       | N/A                   | 3.0%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers (n=13)  |            |                       |  |                          |
| Teachers with advanced degrees   | 61.5%      | Down from 66.7%       | 60.0%                                      | 62.5%                    |
| Continuing contract teachers   | 69.2%      | Down from 91.7%       | 74.0%                                      | 83.3%                    |
| Teachers returning from previous year  | 84.8%      | Down from 90.9%       | 84.5%                                      | 88.3%                    |
| Teacher attendance rate  | 92.9%      | Down from 98.1%       | 94.9%                                      | 95.0%                    |
| Average teacher salary*  | \$44,166   | Down 4.1%             | \$45,939                                   | \$48,193                 |
| Classes not taught by highly qualified teachers                              | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Professional development days/teacher  | 7.8 days   | Down from 8.0 days    | 10.4 days                                  | 11.0 days                |
| School   |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 18.2 to 1  | Up from 16.5 to 1     | 17.8 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 88.6%      | Down from 94.8%       | 89.6%                                      | 90.0%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | No         | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$10,034   | Up 1.6%               | \$8,612                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 55.0%      | Down from 56.1%       | 67.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 53.0%      | Down from 53.1%       | 63.0%                                      | 66.0%                    |
| ESEA composite index score   | 95.5       | Up from 88.8          | 67.5                                       | 88.0                     |

\* Length of contract = 185+ days.  
\*\* Prior year audited financial data available.

## EVALUATION RESULTS

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | N/A      | 24        | 19       |
| Percent satisfied with learning environment            | N/A      | 62.5%     | 84.2%    |
| Percent satisfied with social and physical environment | N/A      | 58.3%     | 94.7%    |
| Percent satisfied with school-home relations           | N/A      | 87.5%     | 94.8%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As we climb the ladder to 'Excellent,' our learning community continues to work hard and contribute to our daily successes: students, teachers, staff and our partners! We make every effort to be a model school with paramount success!

In a data-driven instructional environment, the CORE Team and teachers continue to analyze student data in order to provide the most individualized instruction that greatly assists the students in making progress and accelerating their learning. We utilize research-based programs such as Stars and Cars, Wilson Foundations, leveled libraries by Fountas & Pinnell, Voyager and new this upcoming fall, Cams and Stams. We were very fortunate to have a Master Reading teacher, Literacy Coach and several interventionists, including the Associate Math Teacher, to support our focus on literacy and math for our students and to maximize instruction in the classroom. This year we are proud to say that we provided our students with the most outside classroom services ever at Minnie Hughes, more offered than ever before.

As we carry on into our second year with PBIS (Positive Behavior Interventions and Support), our students and staff cultivate a positive environment for learning, growing and thinking. Our students are 'bucket fillers,' embracing the philosophy of positive words to encourage, appreciate and build each other up. We are pleased with the success of our positive climate and its benefits in the classroom.

Our highly dedicated and talented staff is persistent in seeking out and developing a successful Reading and Writing Workshop in each classroom, as well as incorporating meaningful daily vocabulary lessons. In order to provide the most meaningful learning to our students, the teachers have been equipped with a myriad of tools such as Text Talk, Wordly Wise, ample classroom library sets, the Lucy Calkins writing kits and extensive training on the Common Core State Standards. The professional development facilitated in the Common Core Standards is vital to its implementation and the successful growth of our students; our learning community has welcomed this challenge and has jumped into action.

We are proud of the changes and challenges that we faced this year; our team strives to be the best in seeking out new ideas, implementing strategies new to our school and serving our students in the most effective, unique way possible to maximize achievement. Students come first at Minnie Hughes Elementary!

Abigail D. Woods, Principal  
Ruth Middleton, SIC Chair

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